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# YM 500 The Servant as Youth Minister

Chris Kiesling

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ASBURY THEOLOGICAL SEMINARY  
Course Prospectus

**YM-500: The Servant as Youth Minister (3 hours credit)**

*Explores roles and responsibilities of the career youth minister grounded in the vocation of “ministry as change agency,” including grounding in a theology of youth ministry, studies in formative needs of youth, staff development, resource development and selection, with special attention to maximizing multiple-staff opportunities and responsibilities, ministry through facilitating and empowering staff, and coordinating a multidimensional youth development ministry.*

**CM-500: The Servant in Campus Ministry (3 hours credit)**

*Provides orientation and immersion into research-based understandings of young adult development, spiritual formation, and explores effective ministry approaches for the college/university student. (This course is offered in June exclusively for those serving as campus interns. Also note that this course may substitute for CE605 Servant as Teacher if your career intention involves work with youth or college students.)*

**Instructor:**

Chris Kiesling, B.G.St., M.Div., Ph. D.(candidate)

Office: FM 108

Phone: 858-2382 (If I am unavailable you may access my voice mail at this number or contact the faculty secretary)

E-Mail: [c\\_kiesling@asburyseminary.edu](mailto:c_kiesling@asburyseminary.edu)

Office Hours: Tuesdays 1:15-2:15p.m. or by appointment

Helen Musick, B.S. M.A.

Office FM 106

Phone: 858-2367

E-Mail: [h\\_musick@asburyseminary.edu](mailto:h_musick@asburyseminary.edu)

Office Hours: Mondays 9-11 a.m. or by appointment

**Meeting Room:** AD 302 9:30-10:50 a.m.

**Welcome:**

We are excited you have registered for YM/CE 500. As you can see we are joining together for the purpose of developing a foundation for effective ministry to a unique group of people, adolescence and young adults.

Professors Kiesling and Musick will share the teaching. We are really thrilled about the opportunity to work together and to share our strengths and passions for ministry with you.

It is our prayer that this semester will be formative in your call and equipping for ministry. We're glad you have registered for YM/CE 500.

**Course Objectives:**

Students who complete this course with competence will be able to:

1. Provide a framework for youth/campus ministry that is grounded in biblical theology and ecclesiology.
2. Understand developmentally the “critical years” of adolescent and young adult development from existing theoretical models with a view toward how these years shape adult identity and faith commitments:
  - A. Identify the crucial issues confronting youth/young adults in our culture.
  - B. Comprehend socio-historically the context in which ministry occurs and the broad movements the church has taken in response.
  - C. Distinguish one’s own identity issues as distinct from those of the target population and establish anchor points for one’s own spiritual formation.
3. Identify and critique models and styles of youth/campus ministry:
  - A. Assess the strengths and weaknesses of each approach.
  - B. Develop a capacity to holistically evaluate an existing youth program or campus ministry.
  - C. Seek designs that integrate youth/college students into the intergenerational community of faith.
4. Acquire the skills, gifts, and graces necessary to be effective in youth/campus ministry:
  - A. Develop strategies for leadership development of teen/college/lay volunteers
  - B. Learn effectiveness in nurturing and mentoring youth/college students in Christian discipleship, mission, vocation, service, and relational integrity.
  - C. Understand the importance of collegiate ministerial roles and responsibilities
5. Create habits of reflecting on one’s own journey, call, and spiritual formation with places of accountability and with attentiveness to the Spirit of Christ.
6. Gain an acquaintance with resources available for equipping ministry enhancement.

**Textbooks:**

For Youth Ministry Students:

Richard R. Dunn and Mark H. Senter III. *Reaching a Generation for Christ*. Chicago:Moody Press, 1997.

Doug Fields. *Purpose Driven Youth Ministry*. Grand Rapids: Zondervan, 1998.

Henri Nouwen. *The Return of the Prodigal Son*.

Kenda Creasy-Dean and Ron Foster. *The Godbearing Life*. Nashville:Upper Room, 1998.

Dawson McAllister. *Saving the Millennial Generation*. Nelson, 1999.

### **Textbooks:**

For Campus Ministry Students:

Steven Garber. *The Fabric of Faithfulness*. Downers Grove: Intervarsity Press, 1996.

Doug Fields. *Purpose Driven Youth Ministry*. Grand Rapids: Zondervan, 1998.

Henri Nouwen. *The Return of the Prodigal Son*.

Jimmy Long. *Generating Hope*. Downers Grove: Intervarsity Press, 1997.

Kenda Creasy-Dean and Ron Foster. *The Godbearing Life*. Nashville: Upper Room, 1998.

### **Course Requirements**

#### **Attendance and Participation (worth up to 20 points)**

Class attendance is required. Absence from class is to be excused by either Professor Kiesling or Musick and should be done so through written notice.

#### **First written assignment (worth up to 100 points)**

Write a 2-3 page reflection paper on *The Return of the Prodigal Son*. Commit about one page to three specific responses to the book.

- A. Report personal life experiences that the material recalled for you. On your life journey when have you identified with the younger son, the older brother and the Father?
- B. In your position as youth pastor or campus minister, in what way will you be given the opportunity to see and serve students as “the Father”.
- C. Flesh out the implications of this book and the reflections it provoked in you for your personal relationships, your spiritual journey, etc.?

(Evaluation will consist primarily of how well the material was allowed to impact you and inform ministry projections).

#### **Integrative Paper (worth up to 200 points)**

This written assignment provides you the opportunity to integrate information from the readings and class presentations with your own probable ministry situation.

Assume that you have been offered an opportunity to apply for the director of the youth or campus ministry position you have always dreamed of. In a brief paragraph first describe this position and the scope of ministry which it entails. As part of the application you are asked to write 12-15 pages on what answers for you the following topics:

##### **A. Biblical and Theological Foundation**

What is the Biblical basis/theological grounding from which you do youth/campus ministry?

Include:

- *Mission statement for your ministry.*
- *Passage of Scripture that captures for you “what it’s all about”*
- *Theological rationale that defines the purposes that drive your youth/campus ministry.*

## B. Model and/or Philosophy of Ministry.

Use the remaining pages to describe the model and/or philosophy of ministry that you envision occurring at this ministry setting.

Include:

- *Why you believe this model would be effective in this locale?*
- *How does your model reflect the God Bearing practices?*
- *How does this model reflect sensitivity to the developmental issues pertinent to your targeted age group?*
- *What will be your strategy for reaching the unchurched in a postmodern age?*
- *What are the programmatic levels that encourage deepening discipleship, leadership development components, mission opportunities?*
- *Describe your plan for utilizing volunteers.*
- *What are your particular gifts and graces for ministry? Why are you qualified for this position?*

This paper will be evaluated based on your ability to integrate class readings (e.g. Dunn and Senter, Fields, Long, McAllister, Dean and Foster, etc.), discussions, and presentations into a probable ministry experience.

Evaluation will center around such issues as:

Is the biblical/theological rationale sound and substantive?

Are developmental issues considered?

Is the model workable and effectively evaluated for this particular setting?

Is there evidence of a reflective approach to ministry and a plan for self-renewal and care?

Is there evidence of drawing from those who have written about their experience in similar ministry contexts?

Evaluation regarding incorporation of texts and class presentations:

You are required to have a minimum of 25 references noted in your paper.

## **Class project (worth up to 100 points)**

Choose a particular area of ministry in which you would like to develop some greater competence. Research this area utilizing whatever means are most appropriate. (library, Internet search, Christian book store, etc.) Review a minimum of 10 resources. Compile a list of these resources with a “grading scale” (this will be provided by the instructor) of the usefulness, cost effectiveness, and relevance of the resource.

You will present your findings to the class in a 10 –15 minute presentation. In addition to your presentation, a written list of your findings will be distributed to the class. This list is to include:

Where to obtain the product.

The cost of the product.

A short summary of the contents of the product.

Your grade assessment of this product.

Some possible areas might include:

- a strategic plan for confirmation or leadership development at your desired ministry
- a comprehensive design for a retreat aimed at spiritual commitment
- plans for reaching a minority target population in your ministry area
- everything I needed to know regarding recruiting and utilizing volunteers in ministry
- special issues faced by women in youth or campus ministry
- a plan to create a family-based youth ministry
- how to renew a traditional church ministry
- creating an exciting youth ministry in a small rural church setting
- addressing a particular area of adolescent crises
- an expansion plan for utilizing small groups in our ministry
- an annotated bibliography and/or file of resources for youth ministry
- an outline for a teaching series on a particular topic
- a comprehensive listing of current videos and/or music that could be utilized for Christian education and how and why you intend to employ them

(Evaluation of the course project will be based on relevance to your particular ministry area, theological and developmental accuracy, evidence of thorough research, benefit to you personally and professionally, and overall presentation of the project.)

### **Course grade**

**I** As the written work assigned for this course replaces examinations, the final grade reflects competence with course material as well as diligence in forging your own approach to ministry, to personal renewal, and to resourcing. Generally your grade will be determined according to the following scale; however, where a grade is borderline consideration may also be given to a students' final class presentation and/or their participation and attendance in class.

500-465	A	384-365	C
464-450	A-	364-350	C-
449-435	B+	349-335	D+
434-415	B	334-315	D
414-400	B-	314-300	D-
399-385	C+	299-	F

Please note the following definition of grades as specified in the ATS catalogue:

A = Exceptional work: outstanding or surpassing achievement of course objectives

B = Good work: substantial achievement of course objectives

C = Acceptable work: essential achievement of course objectives

D = Marginal work: minimal or inadequate achievement of course objectives

F = Unacceptable work: failure of course objectives

## **Tentative Fall Agenda**

<b><u>Date</u></b>	<b><u>Assignment/Due Dates</u></b>	<b><u>Readings</u></b>
Sept 5	Course overview, Introductions	YM and CM: Nouwen, entire book
Sept 7 and 12 and 14	Theological Frameworks Biblical Foundations	YM: Dunn & Senter, CH 1&2,6&7 Fields, Intro, Comp 1 & 2 Dean and Foster, Intro, Sec 1 CM: Garber, Intro & Sec 1 CH 1 Fields, Intro, Comp 1 & 2 Dean and Foster, Intro,Sec1
Sept 19 and 21	Models/Styles of Ministry	YM: Dunn & Senter, CH 8&9 Fields, Component 3 Dean and Foster, Sec2 (Ch 4) CM: Fields, Component 3 Dean and Foster, Sec2 (Ch 4)
Sept 26 and 28	Developmental perspectives on the adolescent years	YM: Dunn & Senter, CH 3 McAlister, CH 1-8 CM: Garber, CH 2,3,4
Oct 3 and 5	Developmental perspectives on the young adult years	YM: Dunn & Senter, CH 14, 24, 30 McAlister, CH 9-15 CM: Garber, CH 5,6,7,8
Oct 10 and 12 and 17	Programming for high impact ministry	YM: Fields, Component 4 & 5 CM: Fields, Component 4 & 5
Oct 19	Developing leaders and volunteers	YM: Fields, Component 6,7&8

and 24	Ministry beyond the target population	Dean & Foster, Sec 2,3 CM: Fields, Components 6,7,&8 Dean & Foster, Sec 2,3
Oct 26	The godbearing practices and spiritual	YM: Dunn and Senter, CH 17, 19.
Nov 2	formation of the minister	Fields, Component 9
Nov 7		Dean&Foster, Sec4 CM: Fields, Component 9 Dean&Foster, Sec4
Nov 9	Various topics to be determined	YM: Dunn and Senter,
and 14		CH 15,16,26,32
and 16		CM: Long, Part I and II
Nov 21 and 23 - <b>Reading week and days of no classes</b>		
Nov 28	Counseling teens	YM: Dunn and Senter, CH 23, 25, 27 CM: Long, Part III
Nov 30	Class Presentations	
Dec 5		
Dec 7	<b>(Course projects are due by the last regular class day)</b>	

**Final Exam Meeting Date:**

There will be no final exam, however attendance is mandatory during the final exam. During this class time, and perhaps in the final regular meeting times of class, every member will be asked to share a two-three minute presentation on one or more of the following: (a) What my project taught me about youth/campus ministry; (b) A devotional or key Biblical insight I have discovered relating to youth/campus ministry; (c) An actual ministry experience that would be helpful for the class to hear about; (d) My greatest concern or biggest unanswered question relating to youth/campus ministry?

(A bibliography for this class will be available after the first few days of class)